ously vary, it is usually quite easy for the teacher to sort these answers into the target categories.

**Step 9:** Finally, the teacher now gives a short presentation on how these categories identify the key skills the students will need to think about when giving a presentation. It is also a good opportunity for the teacher to encourage the students by showing them that they already possess and use many of these skills.

## Conclusion

The above activity is one that students appear to really enjoy. It enables students to focus solely on communication and completing their task before drawing them back to the real-life necessity of skills that they use quite naturally. The realization that they already possess and use many of the required skills has the tendency to remove some of the burden of giving a presentation in English for students.

## Appendices

The appendices are available from the online version of this article at: <http://jalt-publications.org/tlt/departments/myshare>

# Psychic Bingo

Philip Head

*Hiroshima Shudo University*

*head@shudo-u.ac.jp*

## Quick Guide

- » Keywords: *Ice-breaking, grammar review*
- » Learner English level: *Low-intermediate*
- » Learner maturity: *Junior high school and above*
- » Preparation time: *5 minutes*
- » Activity time: *15-30 minutes*
- » Materials: *Handout*

The first class of the new year can be challenging. The students may not know each other, let alone the teacher, making for a potentially silent and awkward start to the year. The mood can be enlivened through a fun game such as bingo. This activity adds guessing, basic grammar review, and production to traditional bingo to encourage communication, and is a great way for students to learn about each other (or their teacher) in the first class of the year.

## Preparation

**Step 1:** Make copies of the bingo sheet handout for each student. The handout consists of a five by five grid. Above each column is the beginning of a yes/no question and in each of the five squares below is an appropriate end to the question and the words YES/NO. For example, "Do you…" followed by "like dogs?" or "Have you ever…" followed by "been to Tokyo Disneyland?". The questions can be modified according to the level of the students and the grammar point the teacher wishes to review. It is also good to personalize the questions to include local features or current pop-culture.

## Procedure

**Step 1**: Review the basic question and answer grammar. For example, "Can you ___?" "Yes I can / No I can't" or "Do you___?" "Yes I do / No I don't"

**Step 2:** Have students form pairs and give them a copy of the bingo sheet.

**Step 3:** Explain that the students have to guess what their partner's answer to the questions will be, circling either YES or NO.

**Step 4:** Explain any unfamiliar words on the handout.

**Step 5:** Have students take turns checking their guesses by asking their partner the questions (e.g., "Do you like dogs?"), making sure that they answer using the appropriate grammar (e.g., "Yes I do")
If the student guessed their partner's response correctly they mark the square with a circle, if they guessed wrongly then mark it with an X. A line of five correct squares with circles is a bingo.

**Step 6:** Once all students have finished questioning their partners and marking their sheets, have them count how many bingos they have. The student with the most bingos is declared the winner.

**Step 7:** Give students a blank copy of the bingo sheet and have them write their own questions. Make sure to allow sufficient time and access to dictionaries if necessary. The teacher may also wish to collect the completed sheets to check the compositions before continuing.

**Step 8:** Repeat steps 5 and 6 with the new sheet.

## Variations

Have the students try to guess the teacher's answers. To avoid inappropriate personal questions and highlight interesting aspects of themselves, the teacher can provide a premade question sheet, as shown in the appendix. For example, if the teacher is involved in mountain climbing, they could write

"Have you ever... climbed Mt. Fuji?" and (hopefully) impress the students with their answer. This is particularly useful for assistant language teachers who may be sent to multiple different schools that each request a self-introduction lesson.

Also, groups can be asked to write a column of questions for a master copy on the board. Individual students then copy this onto blank sheets, guess the teacher's answers, and (as a class) ask the teacher the questions to see who guessed the most correct answers.

## Conclusion

This activity encourages students to think about (and talk to) their classmates in a fun game context. The format also lends itself to repeated practice of basic questions and answers, along with the chance to compose their original questions. Often students who have known each other for a long time are surprised by their friend's answers.

## Appendices

The appendices are available from the online version of this article at: <http://jalt-publications.org/tlt/departments/myshare>

# Money Talks

Jeff P. M. Au
*Kogakkan University*
*mandonau@gmail.com*

## Quick Guide

- Keywords: *Games, minimal pairs, numbers*
- Learner English level: *High Beginner to Intermediate*
- Learner maturity: *Elementary to adult*
- Preparation time: *5 minutes*
- Activity time: *15-20 minutes*
- Materials: *Japanese yen (a denomination of each note and coin), whiteboard, markers*

Many of my former university freshmen had conversational level English, but had a tendency to become confused with numbers. Some of them even had TOEIC scores above 500, but they still lacked confidence in saying numbers in English. This activity allows students to practice speaking numbers with something everybody uses on a consistent basis: money. If possible, try to use real money as I found students preferred the tangibility of it rather than just pictures in class.

## Preparation

**Step 1:** Have a denomination of each yen amount on hand from 1 to 10,000 yen.

## Procedure

**Step 1:** Practice saying various amounts of yen in unison while showing the class the appropriate denomination, whether it be a note or coin.

**Step 2:** Have the students make three lines (i.e., three teams).

**Step 3:** One student from each team comes up to the whiteboard with a marker.

**Step 4:** The teacher stands at the back of the room and shows a denomination to the class, while making sure the three students in front of the whiteboard do not look behind. All of the other students have to look at the teacher and say the correct amount. Perform a demonstration so that the students know how to play the game and are more comfortable with saying the amounts of yen in English.

**Step 5:** The student that writes the correct amount on the whiteboard the fastest receives one point for their team. The team with the most number of points at the end of the activity wins.

**Step 6:** Review denominations at the end with the students.

**Step 7:** Pick students to choose random denominations to test the class!

## Conclusion

This activity can be used many times over the course of a year to increase speed and retention in saying numbers. For higher level students, you can combine denominations to make more complex numbers. You may also want to bring currencies from other countries and have students practice speaking the amounts and names of these other currencies. Using this variant of the activity, I noticed in one of my classes that besides the Japanese yen, students only knew about the United States dollar at the start of the year. By the end of the year, students were able to say not only the amounts quickly and correctly, but the names of other world currencies as well. This activity was especially beneficial to the students who traveled to foreign countries.